MontCAS

Montana Comprehensive Assessment System

2015 Science CRT-Alternate Administration

MontCAS Montana Comprehensive Assessment System

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opi.mt.gov

This Training was developed by

Judy Snow – Office of Public Instruction

- (406) 444-3656
- jsnow@mt.gov

Gail McGregor – University of Montana

- (406) 243-2348
- mcgregor@ruralinstitute.umt.edu

Tim Greenlaw – Measured Progress

- (800) 431-8901 ext. 2309
- greenlaw.timothy@measuredprogress.org

About This Training

- This training is intended to give a broad overview of the CRT Alternate. Other training materials are available on OPI MontCAS website: http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_4
- Also, please refer the CRT Alternate Administration Manual for the most complete information.
- Please use the contact information provided to ask questions.

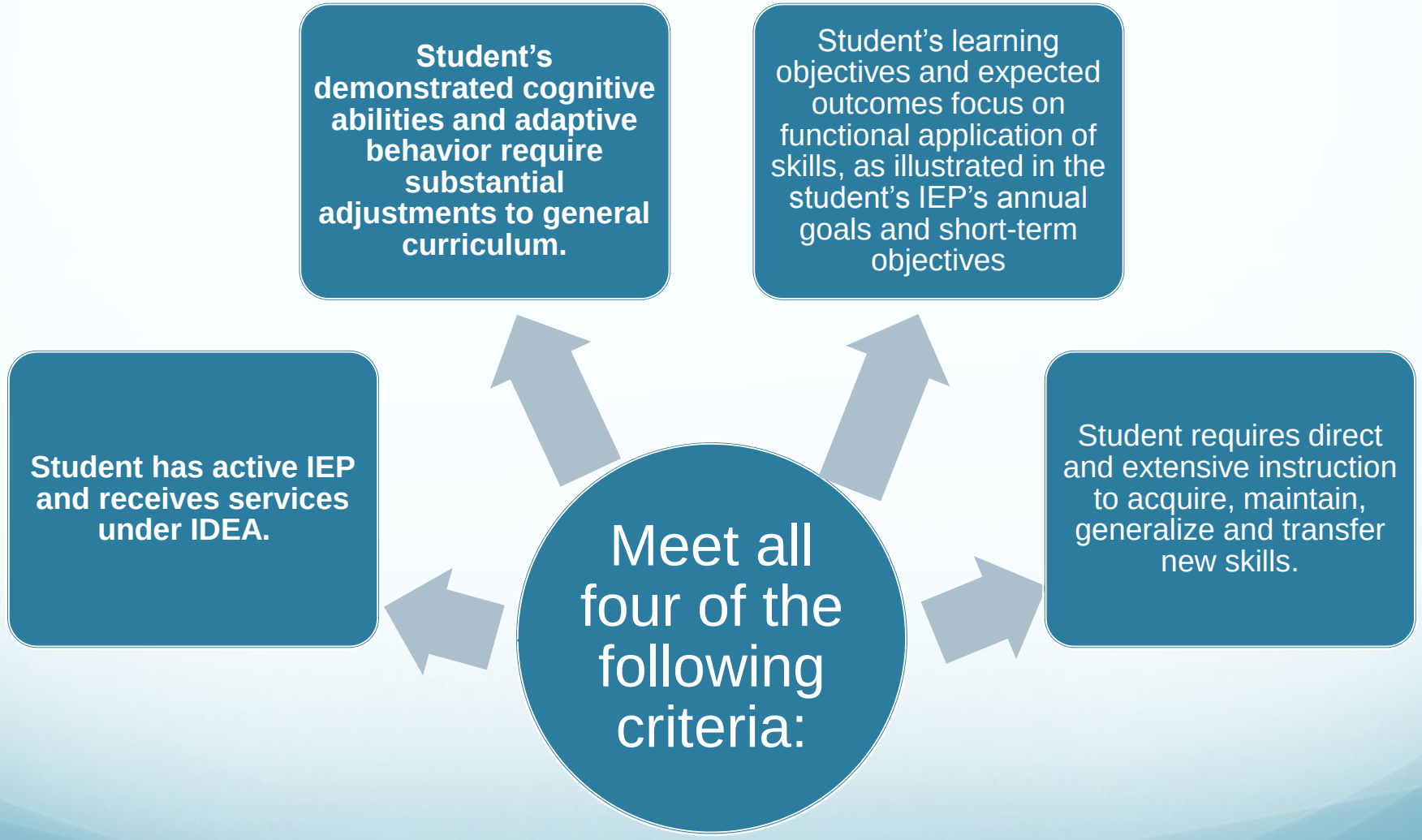
Reminders for 2015 Science CRT-Alt

- **Grades 4, 8, and 10**
- **All testing materials, CRT and CRT-Alternate**, will be again included in one shipment.
- **The test security agreements** for system test coordinators and school principals/authorized representatives will be online on the MontCAS website.
- **Return of CRT-Alternate envelopes:**
  - The Tyvek envelopes must be sent to the system test coordinator who will ship them with other CRT materials.
- **NCSC Alternate**
  - Grades 3-8 and 11
  - ELA and Math

Important CRT-Alt Dates

Dates	Events
Feb. 3-7	System Test Coordinators download and print CRT-Alternate Test Administration Manual and Test Booklets to distribute to Test Administrators. System Test Coordinators will receive password for Test booklets by January 29.
Feb. 12-17	CRT-Alternate Test Material Kits and Return Materials arrive to System Test Coordinators to disseminate to teachers
March 26	Last day to ship CRT-Alternate test (and CRT) materials to Measured Progress

Montana Criteria for Participation in Alternate Assessments



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Participation Decision

- If you answer “NO” to any of the four questions, the student must participate in the regular CRT.
- If ALL answers are “YES,” the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.
- This eligibility needs to be included in an IEP.

Eligibility May Not Be Based on Any of the Following

- Excessive or extended absence
- Disability category
- Social, cultural or economic difference
- The amount of time receiving special education services
- Academic Achievement significantly lower than his or her same age peers.

Other Participation Information

- Grades 4, 8, and 10 Montana Accredited Schools
- Not included in participation
  - Home school students
  - Private non-accredited schools
  - Residential treatment centers under contract with the OPI
    - Part time enrolled students test in resident school
  - Montana Youth Challenge Academy
  - Job Corps

Test Administrators

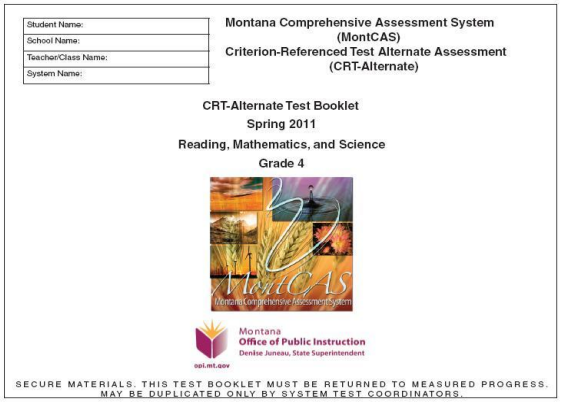
- Only certified educators employed by the system or school may administer the test.
- Para professionals may assist within sight and sound of the certified educator.
- Plan personnel and procedures for emergencies.

About the Test

- Test items are aligned with Montana Science content standards
- Standards have been expanded to encompass skills that lead to the development of grade level standards

CRT-Alt Materials

Secure CRT-Alt Test Booklet


Student Name:
School Name:
Teacher/Class Name:
System Name:

Montana Comprehensive Assessment System
(MontCAS)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)

CRT-Alternate Test Booklet
Spring 2011
Reading, Mathematics, and Science
Grade 4

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS. MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.

CRT-Alt Administration Manual

Montana Comprehensive Assessment System
(MontCAS)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)

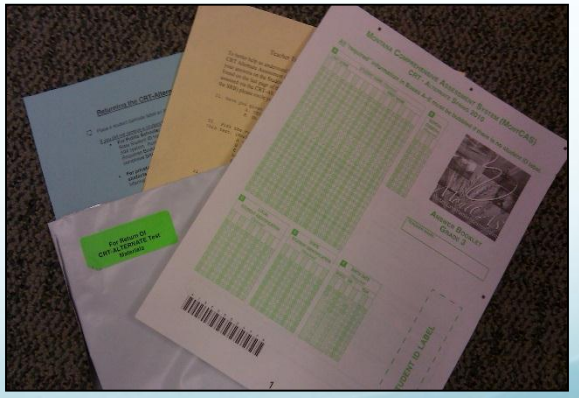
Spring 2011
CRT-Alternate Administration Manual

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

2010 CRT-Alternate Administration Manual - prepared by OPI and Measured Progress

Test Material Kit

Return Materials



Test Booklet Organization

CRT-Alternate
Reading and Mathematics Grade 6

Contents

Reading	Pages
Tasklet 1	2–8
Tasklet 2	9–17
Tasklet 3	18–24
Tasklet 4	25–31
Tasklet 5	32–40

Mathematics	Pages
Tasklet 1	43–48
Tasklet 2	49–56
Tasklet 3	57–62
Tasklet 4	63–68
Tasklet 5	69–74

Instructions for Administering the Grade
This test measures student skills in two content are
activities called tasklets. Students will be tested on
tasklets. Answers for both content areas are record
test are described in the CRT-Alternate Administrati
www.opi.state.mt.us/assessment/crt.html or www.m

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETU
MAY BE DUPLICATED ONLY BY SYSTEM TEST

Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	O
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	O
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	O

Test Administration	YES
4. The student completed all five tasklets.	O
5. The evidence template(s) is (are) complete and attached to the CRT-Alternate Test Booklet.	O
6. Student's name is written on the Evidence Templates.	O
7. The Teacher Recording Sheet for each piece of student evidence is completed.	O
8. Student's name is written on the Teacher Recording Sheets.	O
9. Did you view the teacher training CD provided with the test materials before administering the test?	O
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	O 1 O 2 O 3 O 4

Administration time	Total time	
11. Set-up/planning time	O ½ hr. O 1 hr. O 2 hr.	O 3 hr. O 4 hr. O 5 hr. or more
12. Time directly administering the tasklets	O ½ hr. O 1 hr.	O 2 hr. O 3 hr. or more
13. Test administration sessions	O 1 day O 2 days O 3 days	O 4 days O 5 days O 6 or more days
14. How often did you use the break between the tasklets?	O Always O Sometimes O Never	

Assessment materials used	YES
15. Materials used were primarily those provided.	O
16. Materials were primarily nontext (e.g., pictures/videos, real objects).	O
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3 O 4
18. Did you use the materials CD provided in the materials kit?	O
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)?	O 1 O 2 O 3

Individualized ada
20. Assistive techn
BIGmack switch, Ir
21. Software progr
Writing with Symbo
22. Presentation a
e-textbook, large p
23. Response ada
student uses pictur
24. Other (please i

End of Reading Tasklet 1

Student Name:
School Name:
Teacher/Class Name:
System Name:

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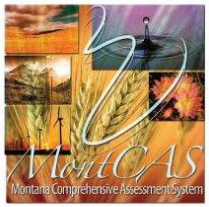
(MontCAS)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)

CRT-Alternate Test Booklet
Spring 2010
Reading and Mathematics
Grade 3



Montana
Office of Public Instruction
Denise Juneau, State Superintendent
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SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO MEASURED PROGRESS.
MAY BE DUPLICATED ONLY BY SYSTEM TEST COORDINATORS.

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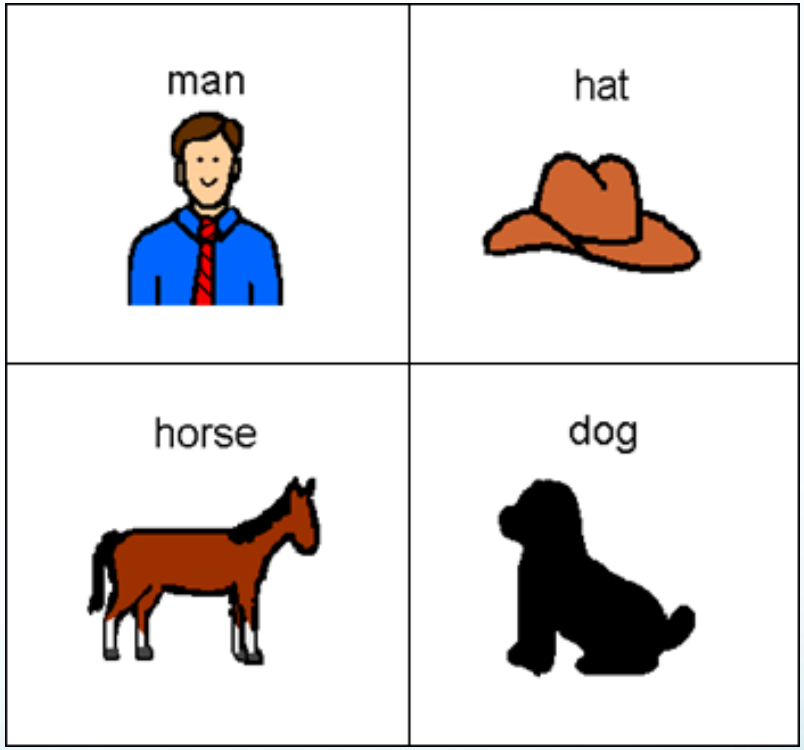
Assessment Format

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

Test Materials

Materials

2.
• Picture cards:
  • man
  • hat
  • horse
  • dog
 	
Communication support strategies:
• Student may look at/point to task materials to express a choice.
• Request may be rephrased to require yes/no response (e.g., point to a picture card and ask *"Is this the dog?"*).
• Student may tell teacher to "stop" at desired response as teacher sequentially points to each item.



Check in Advance for Other Materials

Materials Provided

- Ball number cards: 2, 3, 4, 5
- Ball number line
- Worksheet: ants
- Worksheet: children in a line
- Bee number cards
- Bee card template
- Number cards: 4, 5, 6
- Number cards: 1st, 2nd 3rd

Other Materials Needed

- 4 counters
- Materials typically used by the student for reading/writing other than what is provided in this kit
- Materials typically used by the student to communicate (e.g., communication device, objects, switches, eye gaze board, tactile symbols)
- Throughout the activity, make any material substitutions necessary to enable the student to understand test questions (e.g., objects, larger print, different pictures, materials in auditory formats).
- Materials provided may need to be further adapted for students who are hearing or visually impaired. Suggestions for adapting materials are in the CRT-Alternate Administration Manual.

Grade 5 Math Material Summary Form

Mathematics Tasklet 1

Materials provided in Material Kit:	Teacher supplied materials:
• Ball number cards: 2, 3, 4, 5 • Ball number line • Worksheet: ants • Worksheet: children in a line • Bee number cards • Bee card template • Number cards: 4, 5, 6 • Number cards, 1st, 2nd, 3rd	• 4 counters

Mathematics Tasklet 2

Materials provided in Material Kit:	Teacher supplied materials:
• Circle template • Symbol cards: –, +, x, ÷ • Number cards: 0, 1, 7, 14 • Evidence template: 7 + 0 = • Evidence template teacher recording sheet • Addition sentence: 2 + 4 = 6 • 4 options of circle template (if needed) • Number line (if needed)	• 12 counters

Mathematics Tasklet 3

Organizing Materials

- Schedule prep time (substitute, time to work with other test administrators)
- Test booklet in binder, to allow for easy flipping from page to page (single sided)
- Materials in individuals folders, or single folder with divider, sequenced by item
- Use of another person to “hand” materials to test administrator
- Maintain files of materials from year to year

Activity Steps Teacher will:

Activity Steps Teacher will:
2. Display the picture cards on the work space in front of the student. Do not describe them. ***"Show me the dog."*** Scaffold: Level 3: Remove the incorrect response. Repeat the request. Level 2: Remove another incorrect response. Repeat the request. Level 1: Say, *"This is the dog. Show me the dog."* Assist student as needed to identify dog.

- Describes how to prepare for and introduce test item
- Provides script for the questions
- Provides script for scaffolding
- Language may be modified

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Strategies to Help with the Scripted Implementation

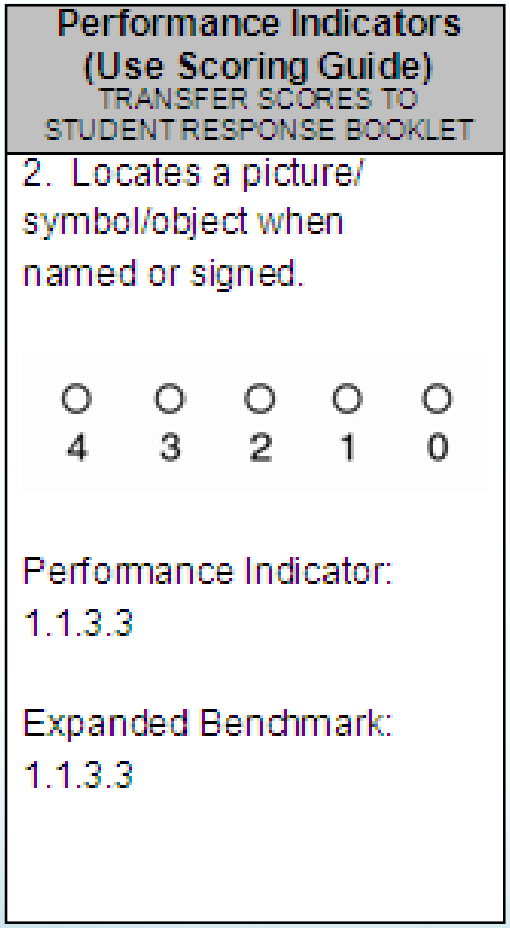
- Review scripting in advance
- Write notes about language/materials substitutions in test booklet
- Practice sequencing with a peer who is also administering the test

Student Work
Student Will:

Student Work Student will:
2. Identify "dog."

- Identifies the expected student response

Performance Indicators



- The performance indicator describes the specific skill that is being assessed by a test item.
- A complete list of performance indicators are in the Expanded Benchmarks documents described previously.
- Performance Indicators for each grade and content area are released online every year.
- Scoring rubric

Scoring

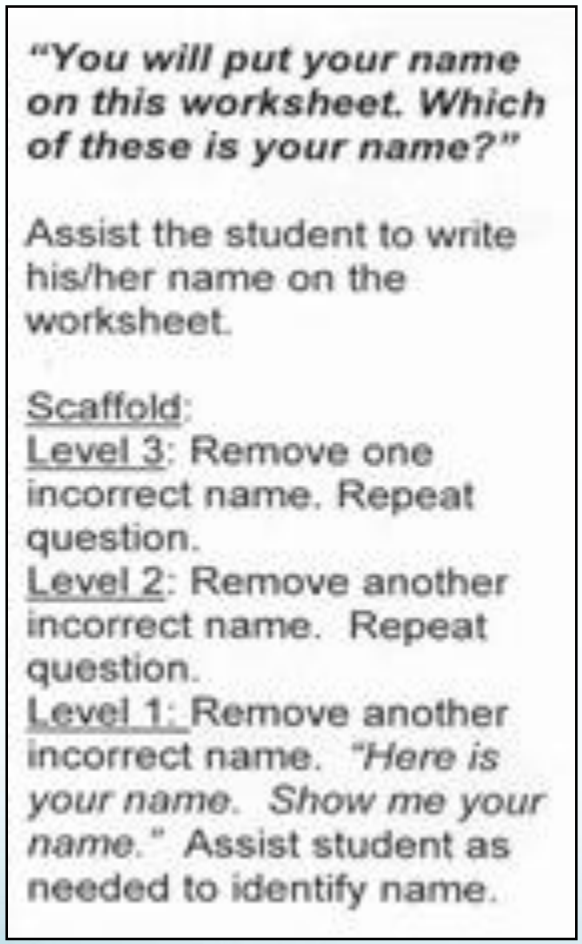
Montana Alternate Assessment Scoring Guide

Performance (independence and accuracy)
Used to score every item during the structured observation test activity.

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

- Scoring and scaffolding are directly related processes
- Except for introductory items, each item is scored using the rubric above
- The rubric is sensitive to small differences in performance among students that may require assistance in order to respond to the test items

Scaffolding → Scoring



"You will put your name on this worksheet. Which of these is your name?"

Assist the student to write his/her name on the worksheet.

Scaffold:
Level 3: Remove one incorrect name. Repeat question.
Level 2: Remove another incorrect name. Repeat question.
Level 1: Remove another incorrect name. *"Here is your name. Show me your name."* Assist student as needed to identify name.

- ALWAYS allow student the opportunity to respond independently
- Proceed through scaffolding sequentially
- Score response based on level of assistance provided

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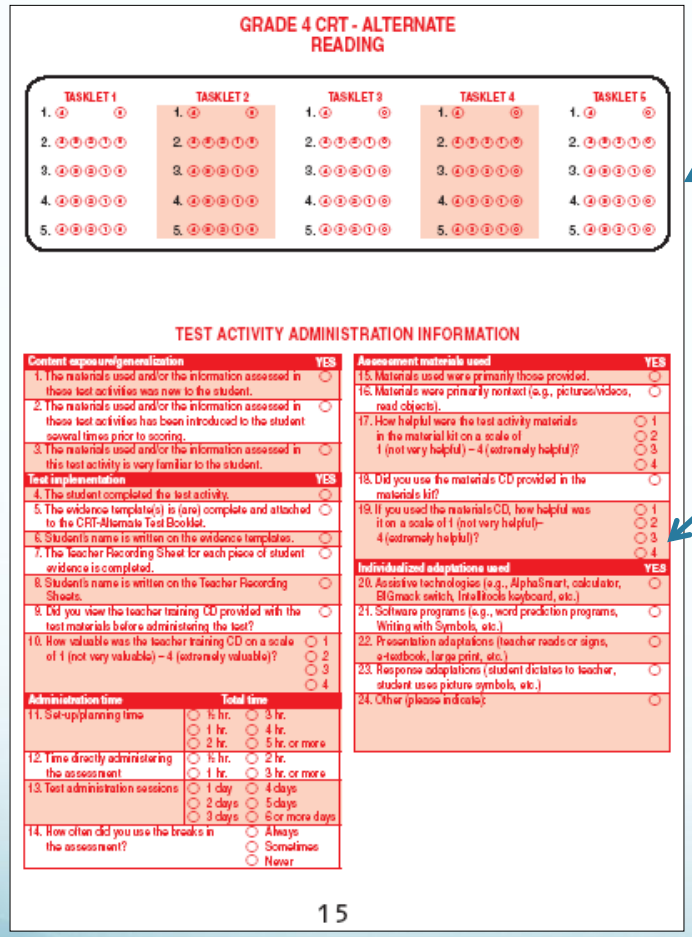
Introductory Items

Student Work Student will:	Performance Indicators (Use Scoring Guide) TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
1. Attend to the reading materials.	1. Attends to literacy materials. ○ 4 ○ 0

- Introductory items are scored on a different scale
- They are always the first item of each tasklet

When Finished with Testing

Transfer Student Scores from CRT-Alt Test Booklets to CRT Answer Booklets



GRADE 4 CRT - ALTERNATE
READING

TASKLET 1	TASKLET 2	TASKLET 3	TASKLET 4	TASKLET 5
1. ④ ⑧	1. ④ ⑧	1. ④ ⑧	1. ④ ⑧	1. ④ ⑧
2. ⑤ ⑥ ⑦ ⑨ ⑩	2. ⑤ ⑥ ⑦ ⑨ ⑩	2. ⑤ ⑥ ⑦ ⑨ ⑩	2. ⑤ ⑥ ⑦ ⑨ ⑩	2. ⑤ ⑥ ⑦ ⑨ ⑩
3. ④ ⑧ ⑨ ⑩	3. ④ ⑧ ⑨ ⑩	3. ④ ⑧ ⑨ ⑩	3. ④ ⑧ ⑨ ⑩	3. ④ ⑧ ⑨ ⑩
4. ④ ⑧ ⑨ ⑩	4. ④ ⑧ ⑨ ⑩	4. ④ ⑧ ⑨ ⑩	4. ④ ⑧ ⑨ ⑩	4. ④ ⑧ ⑨ ⑩
5. ④ ⑧ ⑨ ⑩	5. ④ ⑧ ⑨ ⑩	5. ④ ⑧ ⑨ ⑩	5. ④ ⑧ ⑨ ⑩	5. ④ ⑧ ⑨ ⑩

TEST ACTIVITY ADMINISTRATION INFORMATION

Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	○
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	○
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	○
Test implementation	**YES**
4. The student completed the test activity.	○
5. The evidence template(s) is (are) complete and attached to the CRT-Alternate Test Booklet.	○
6. Student's name is written on the evidence templates.	○
7. The Teacher Recording Sheet for each piece of student evidence is completed.	○
8. Student's name is written on the Teacher Recording Sheets.	○
9. Did you view the teacher training CD provided with the test materials before administering the test?	○
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	○ 1 ○ 2 ○ 3 ○ 4

Administration time	Total time
11. Set-up/planning time	○ ½ hr. ○ 1 hr. ○ 2 hr. ○ 3 hr. ○ 4 hr. ○ 5 hr. or more
12. Time directly administering the assessment	○ ½ hr. ○ 1 hr. ○ 2 hr. ○ 3 hr. or more
13. Test administration sessions	○ 1 day ○ 2 days ○ 3 days ○ 4 days ○ 5 days ○ 6 or more days
14. How often did you use the breaks in the assessment?	○ Always ○ Sometimes ○ Never

Assessment materials used	YES
15. Materials used were primarily those provided.	○
16. Materials were primarily nontext (e.g., pictures/videos, real objects).	○
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	○ 1 ○ 2 ○ 3 ○ 4
18. Did you use the materials CD provided in the materials kit?	○
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful)– 4 (extremely helpful)?	○ 1 ○ 2 ○ 3 ○ 4
Individualized adaptations used	**YES**
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellikeys keyboard, etc.)	○
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	○
22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	○
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	○
24. Other (please indicate):	○

15

Transfer student scores to the answer booklet. There is one section for each subject tested.

Complete the administration survey for each subject.

REMINDER:
The pages for the CRT Alt scores are located at the back of the CRT answer booklet for each grade.

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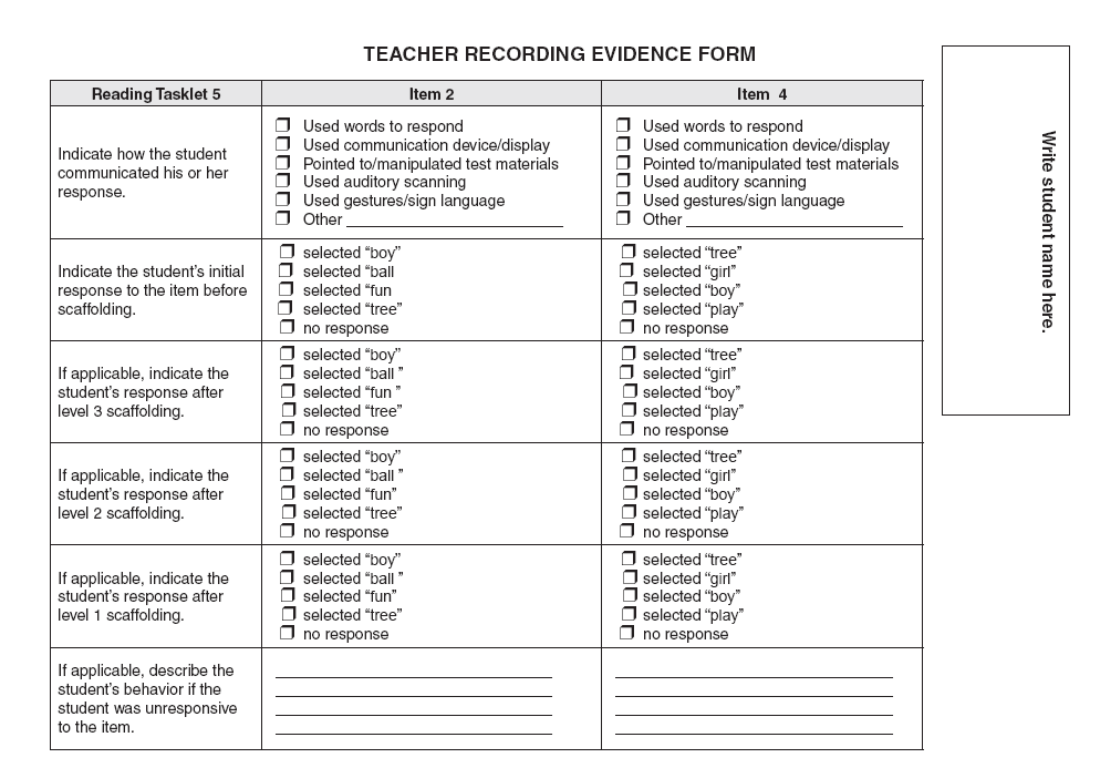
Teacher Recording Evidence Form



TEACHER RECORDING EVIDENCE FORM

Reading Tasklet 5	Item 2	Item 4
Indicate how the student communicated his or her response.	❒ Used words to respond ❒ Used communication device/display ❒ Pointed to/manipulated test materials ❒ Used auditory scanning ❒ Used gestures/sign language ❒ Other _____	❒ Used words to respond ❒ Used communication device/display ❒ Pointed to/manipulated test materials ❒ Used auditory scanning ❒ Used gestures/sign language ❒ Other _____
Indicate the student's initial response to the item before scaffolding.	❒ selected "boy" ❒ selected "ball ❒ selected "fun ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, indicate the student's response after level 3 scaffolding.	❒ selected "boy" ❒ selected "ball " ❒ selected "fun " ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, indicate the student's response after level 2 scaffolding.	❒ selected "boy" ❒ selected "ball " ❒ selected "fun" ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, indicate the student's response after level 1 scaffolding.	❒ selected "boy" ❒ selected "ball " ❒ selected "fun" ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, describe the student's behavior if the student was unresponsive to the item.	_____ _____ _____ _____	_____ _____ _____ _____

Write student name here.

- The magnifying glass icon flags items that require evidence
- Record student's response as the item is administered
- Fill out the form for each item that requires student evidence

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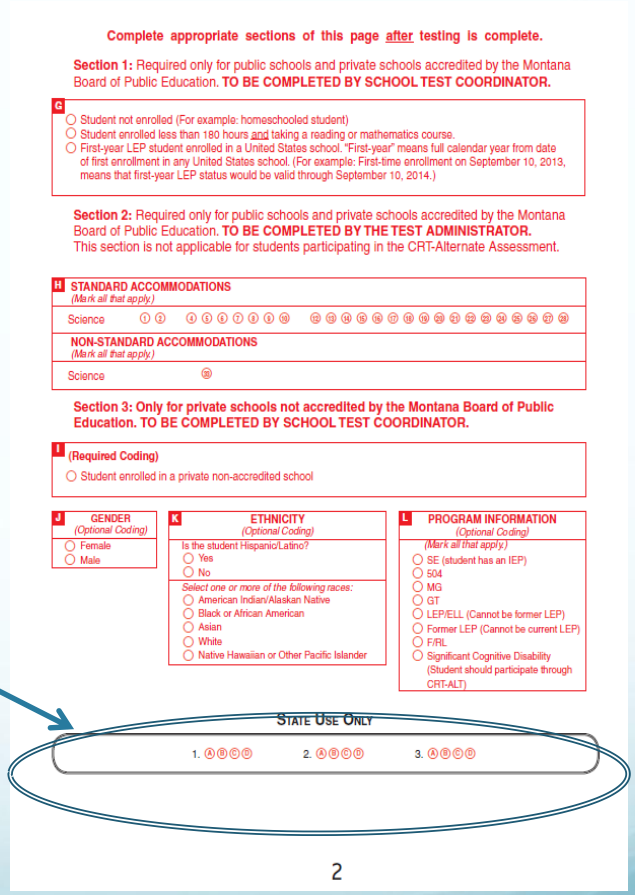
Teacher Questionnaire

- Yellow Questionnaire from CRT-Alternate return materials
- Answer questions using bubbles 1, 2, and 3 on page 2 of the Student Answer Booklet, for "State Use Only. "



Complete appropriate sections of this page after testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

G

- ○ Student not enrolled (For example: homeschooled student)
- ○ Student enrolled less than 180 hours and taking a reading or mathematics course.
- ○ First-year LEP student enrolled in a United States school. "First-year" means full calendar year from date of first enrollment in any United States school. (For example: First-time enrollment on September 10, 2013, means that first-year LEP status would be valid through September 10, 2014.)

Section 2: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.** This section is not applicable for students participating in the CRT-Alternate Assessment.

H **STANDARD ACCOMMODATIONS** *(Mark all that apply.)*

Science ① ② ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘

NON-STANDARD ACCOMMODATIONS *(Mark all that apply.)*

Science ⑪

Section 3: Only for private schools not accredited by the Montana Board of Public Education. TO BE COMPLETED BY SCHOOL TEST COORDINATOR.

I **(Required Coding)**

- ○ Student enrolled in a private non-accredited school

J **GENDER** *(Optional Coding)*

- ○ Female
- ○ Male

K **ETHNICITY** *(Optional Coding)*

Is the student Hispanic/Latino?

- ○ Yes
- ○ No

Select one or more of the following races:

- ○ American Indian/Alaskan Native
- ○ Black or African American
- ○ Asian
- ○ White
- ○ Native Hawaiian or Other Pacific Islander

L **PROGRAM INFORMATION** *(Optional Coding)*

(Mark all that apply.)

- ○ SE (student has an IEP)
- ○ 504
- ○ MG
- ○ GT
- ○ LEP/ELL (Cannot be former LEP)
- ○ Former LEP (Cannot be current LEP)
- ○ F/RL
- ○ Significant Cognitive Disability (Student should participate through CRT-ALT)

STATE USE ONLY

1. Ⓐ Ⓑ Ⓒ Ⓓ 2. Ⓐ Ⓑ Ⓒ Ⓓ 3. Ⓐ Ⓑ Ⓒ Ⓓ

2

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Making the Test a Positive Experience for Teacher and Student

- Frequent breaks
- Short test periods
- Scaffolding to support students when they need assistance
- Scoring:
  - No response or engagement is scored as a “0” for inconclusive
  - If there are 3 consecutive “0” score, stop the administration of the test
  - Resume test at another time, following the scoring rule procedures for halting on the next slide and in the CRT-Alternate Administration Manual

Halting Rule and Process

- When the test is resumed at a different time, re-administer the final 3 items on which the student scored a “0”
- If the student again scores a “0” on 3 consecutive items, halt test administration
- If student scores anything other than a “0”, continue testing as before
- If 3 consecutive “0”s are scored again, halt the testing of the tasklet and leave remaining items blank. Continue on to the next tasklet

CRT-Alt: Structured Yet Flexible

- Students for whom this assessment is designed vary in how they communicate and respond
- Test administrator must carefully examine the tasks ***in advance*** and make necessary adaptations for individual test takers
- A separate PP addresses customizations.

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When Planning Consider the Following

- Student's communication skills
  - How student ***receives*** information
  - How student expresses information
- Task demands
  - Format of question
  - Format of materials provided
  - Response required of student

Communication Supports

- What system does the student use to communicate on a daily basis?
- Customize THIS system to the demands of the assessment

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Analyze Communication Demands

- What vocabulary must be available to provide appropriate options for the EACH STEP of the task?
- Create displays that are consistent with student's discrimination skills.

Beyond the individual test items…

- Consider messages that might be needed throughout the test
  - I need help
  - I don't understand
  - Please repeat
  - Can we take a break?
  - Yes/No
- Consider having a display accessible to student throughout the test

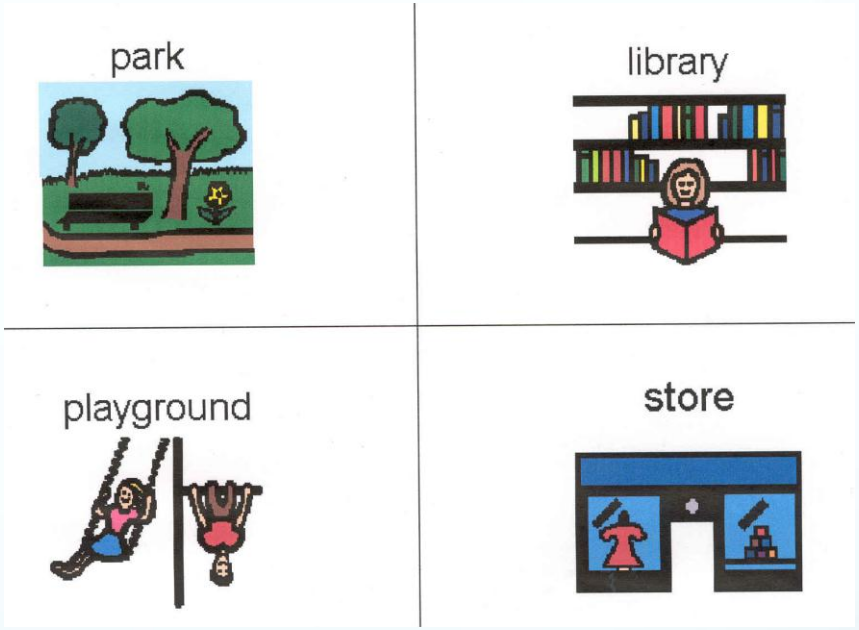
Item/Test Presentation

- Format of question
  - Multiple-choice
  - Yes/No
  - Open-ended
- Task materials provided
  - Is reading involved?
  - Is manipulation of materials required
  - Will the format of the materials work for the student?
- Response required of student
  - Does student have to “say” something
  - Does student have to “do” something

Multiple Choice Questions

4. Display 4 word/picture cards on the work space.

"Show me the picture/ symbol/object that means library." (If library is not available, substitute appropriate term.)



Scaffolding Multiple Choice Items

Level 4

change—make different	
change—coins	
change—replace	
change—put on different clothes	

Level 3

change—make different	
change—coins	
change—put on different clothes	

Level 2

change—make different	
change—put on different clothes	

Level 1

change—make different	

Modifying Size/Display

- Cut laminated grid to display choices as appropriate for student
- Use electronic version of materials to enlarge them
- Program communication device with auditory output to enable student to hear choices
- Use real objects

Item Response: Your Analysis

- **Can student make pointing response required of item?**
  - If no, adapt the response required

- Select display that allows for alternative inputs
- Teacher presents options in scanning format
- Adapt question to require yes/no response
- Present responses in auditory format that student can “stop” with reliable motor response

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Yes/No Response Format

- Shift motor demands to the teacher
- *"Let me show you the choices. Will this keep Jan warm?"*

5. Place the book and the word/picture symbols on the work space. Review the word/picture symbols and describe the items with the student.

"What will Jan pack to keep her warm at night?"

Student "Stops" Scanning Display

- Teacher points to each picture in sequence
- Student directs teacher to "stop" when the teacher points to the correct response

Items Requiring Performance

3. Display literary materials on the work space and encourage the students to explore them. Observe correct manipulation of literacy materials.

"Show me how you use this."

Communication Support Strategies:

- Student may look at/point to materials to express response OR
- If the student is unable to manipulate the test materials, ask student to indicate (e.g., "yes"/"no") if teacher is handling materials correctly (e.g., *"Is the book in the correct position? Am I going to hit the right button?"*)

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Example of Scaffolding a Performance Item

- Level 3 = provide additional information
- Level 2 = model correct response
- Level 1 = guide student through correct response

Scaffold:
Level 3: Give the student a verbal description of how to hold book/turn on tape. Repeat the request.
Level 2: Demonstrate the correct way to hold/turn the material. Give the material to the student and repeat the request.
Level 1: Assist the student as needed to manipulate the material appropriately, say "*This is how you use this.*"

Returning Student Materials

- Place the following materials in the white plastic envelope for each student labeled “For Return of CRT-ALTERNATE Test Materials”
  - CRT-Alternate Test Booklet
  - Completed Answer Booklet
  - Material Replacement Order Form (if necessary)
- Do not seal the envelopes
- Return envelopes to your System Test Coordinator by March 26

Material Kits

- The kits should be kept secure when not being used for planning or testing.
- After testing, please return Material Kits to your System Test Coordinator after testing for secure storage.

Tips

- 20-30 minute testing sessions
- Practice with the materials by yourself or with colleague
- Communicate and be aware of crucial deadlines
- Clear, explicit, detailed instructions on HOW to give the test
- Give yourself time to prepare in advance

MontCAS Contacts

Ashley Makowski, Assessment Assistant, ACT
406-444-3511 amakowski@mt.gov

Yvonne Field, Assessment Specialist, ELP and NCSC
406-444-0748, yfield@mt.gov

Pam Birkeland, Digital Library, Special Projects
pbirkeland@mt.gov

Paula Schultz, Smarter Accommodations
pschultz2@mt.gov

Judy Snow, State Assessment Director
406-444-3656, jsnow@mt.gov

Measured Progress Service Desk

- For
  - Smarter
  - Science CRT and CRT-Alt

  All calls and questions can be directed to:

  (888)792-2741
  montanahelpdesk@measuredprogress.org